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ABSTRACT

Designed to provide community college planners with a series of reference assumptions to consider in the planning process, this document sets forth assumptions related to finance (i.e., operational funds, capital funds, alternate funding sources, and campus financial operations); California state priorities; occupational trends; population (i.e., growth, ethnic composition, and age composition); technology; and 26 characteristics of the community college of the future. The assumptions are based on independent research, interaction with various public and private agencies, and the experience of research and consulting firms. Among the assumptions presented are the following: (1) district operational funds will increase no more than 2% to 3% per year for the next decade; (2) requests for state funding of capital projects are greater than state money to fund them; (3) revenue sources must be pursued from energy programs, real estate management, fee-based programs, private grants, public-private partnerships, public-public partnerships, and foundation activities; (4) employment in the greater Los Angeles Area continues to be dominated by service-related businesses (24.8%) and manufacturing (24%); (5) the impact of technology will totally change the variety and extent of learning opportunities available; (6) community colleges will have the capability to deliver 24-hour instruction with a variety of technological devices; (7) colleges will be networked electronically across district boundaries; (8) colleges will cater to part-time students; (9) the community college will be the primary center for retraining the work force; (10) individualized instruction will be a major emphasis of instructional delivery; and (11) the role of faculty will change from dispenser of information to manager of the instructional process. A list of major issues in education and master planning questions is included. (KP)

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WHERE ARE WE GOING?

Planning Assumptions for Community Colleges

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Introduction

The purpose of this document is to provide community college planners with a series of reference assumptions to consider in the planning process. These assumptions have been developed as the result of independent research, interactions with a variety of public and private agencies, including the Office of the California Chancellor for Community Colleges, the California State Department of Finance, and the California Post-Secondary Education Commission, use of research firms and analysts, and the personal experience of assisting in the planning of over forty community colleges.

It is the intention of the developers of this document that it serve as a basis for campus dialogue and introspection and that it be refined to include the specific assumptions developed by every functioning unit of the college.

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Fall 1994

FINANCIAL ASSUMPTIONS:

Operational Funds: These State funds provide money to the District for such costs of the operation of the colleges as salaries, benefits, supplies, maintenance, and other day-to-day costs. It is likely that the District will receive fund increases in this category of no more than 2% - 3% per year for the next decade. It should be noted that it is virtually certain that there will be no major financial windfalls from the State, and absent a full financial recovery of the State from the lingering recession, with the current attitude of taxpayers regarding tax increases, and the demands of other agencies and programs for the finite number of tax dollars, the revenue increases could be less than 2%/year. The one certainty that must be dealt with is that the College cannot expect to fully fund both the increasing costs of operations and any new innovative programs exclusively from these State revenue sources.

Capital Funds: Capital funds are allocated primarily for buildings and equipment and are awarded at present as the result of submission of "Capital Outlay Budget Change Proposals" (COBCP's) that are carefully evaluated in Sacramento. There are many variables in the allocation of State Capital Outlay funds, including the College's growth potential, the age and condition of buildings, and health and safety threats facilities present to staff and students. Currently, requests for State funding of capital projects are greater than the State money to fund them! At the present time, there is a moratorium on submission of COBCP's to allow the funding cycle to catch up with applications. In addition, the State is presently revising application procedures and have already told districts that detailed educational and facilities planning will be a key criteria in the awarding of future capital outlay projects. Sacramento has advised districts that absent evidence of careful and complete planning, requests for capital funds will not even be considered!

Alternate Funding Sources: The College must pursue revenue sources in the following categories:

1. **Energy Programs:** There is the potential for participation in both State and utility sponsored energy conservation programs.
2. **Real Estate Management:** The College can utilize excess land resources owned by the District to develop sources of alternative income by entering into contracts with either public or private organizations for land use and development. In this manner, the College can generate an additional and predictable revenue stream that is free from traditional tax-based sources. The College should review the excess land areas on the campus and consider potential uses in joint ventures (public-public or public-private) that will enhance the on-going revenue base of the College.
3. **Fee-Based Programs:** Special fee-based classes for general audiences and contract education with local businesses and industries, are avenues through which the college can develop a revenue-generating educational services organization that will enhance the over-all financial condition of the District and that can provide additional funds for equipment, supplies, and facilities. The College may desire to consider expansion of Fee-Based and Contract Education.
4. **Private Grants:** The area of private grants is one that holds increasing opportunity for community colleges, particularly institutions with the variety of programs that are offered by the community college. As the College moves forward, it will be wise to seek associations with philanthropic organizations offering private grants funds that may be interested in some aspect of the College's emerging master plan.
5. **Public-Private Partnerships:** An increasing opportunity for alternative funding lies in the area of public-private partnerships. In particular, as the College plans new and innovative programs, opportunities should emerge for partnerships with private businesses, and industries within the

service area. This can create a "win-win" situation for both the business and the College, and constitute both a means of fund-raising and "friend-raising" for the College.

6. **Public-Public Partnerships:** Partnerships with cities, civic organizations, and other public entities are of increasing value to community colleges and provide another source of both revenue and educational opportunity for the community. This relationship is particularly appropriate in the establishment of College outreach centers within the community.

7. **Foundation Activities:** Through the Foundation, the College can realize additional income and special projects funding. Endowment Trust Funds and other Estate Planning vehicles can provide a long-term income to the College as can shorter range Foundation fund raising activities, and planned giving programs.

Campus Financial Operations: In the establishment of campus financial planning, there is a need to pursue:

- Year-to-year budget allocations that reflect the priorities established in the campus educational/facilities master plan
- The need to allocate sufficient resources to maintenance of the facilities and grounds
- The need to establish a minimum campus average WSCH/FTE of 525 to achieve fiscal stability
- The need to allocate funds to on-going instructional research and development
- The need to allocate resources to continuing education for the staff
- An aggressive program of seeking alternative income sources

STATE PRIORITIES:

Pressures by taxpayers to exact increasing accountability from Sacramento have caused the State to exact increasing accountability from the community colleges. According to leaders in the State Chancellor's Office, the following are assumptions that community colleges should pursue as master planning assumptions:

- Educational planning for program offerings should go out 25 to 30 years.
- Efficient utilization of existing facilities will be increasingly significant, including the build-out of already owned facilities and sites.
- The traditional instructional delivery system is becoming increasingly obsolete and the importance of courses offered around the clock, around the calendar, in the home, in businesses,. and anywhere else students are to be found ("Distance Learning")was stressed. Colleges must move toward the development and implementation of alternative instructional delivery strategies.
- Alternative funding sources that provide income streams for community colleges should be explored and developed.
- New technology must be the umbrella for instructional delivery for colleges in the future.
- All colleges without recent and reliable master plans, that include funding alternatives, will be required to prepare new plans.

OCCUPATIONAL ASSUMPTIONS:

Major Trends:

According to the Employment Development Department's Labor Market Information Division, employment in the greater Los Angeles Area continues to be dominated by service-related businesses and manufacturing, with 24.8% of employment in services and 24% in manufacturing. By 1997 this figure is expected to grow to 28.7% for services and decline to 20.2% for manufacturing. The third highest industry in the County is retail trade, which is presently at 15.4% and is expected to stay at 15.4% by 1997.

OCCUPATIONS WITH THE FASTEST JOB GROWTH*

LOS ANGELES COUNTY 1990 - 1997

OCCUPATION	1990	1997	ABSOLUTE CHANGE	PERCENT CHANGE
PRODUCERS, DIRECTORS, ACTORS	19,330	27,600	8,270	42.8%
HOME HEALTH CARE WORKERS	2,020	2,310	290	35.1%
CANNERY WORKERS	2,250	3,100	850	37.8%
PHYSICAL THERAPISTS	2,730	3,650	910	33.7%
VETS AND VETERINARY INSPECTORS	1,730	2,260	530	30.6%
NURSERY WORKERS	1,660	2,140	480	28.9%
SEWING MACHINE OPERATORS--GARMENT	50,670	64,200	13,530	25.7%
PHYSICAL THERAPY ASSISTANTS & AIDE	2,280	2,890	606	26.3%
SEWERS--HAND	1,600	2,000	400	25.1%
WRITERS AND EDITORS	8,470	10,670	2,200	25.0%
PRESSERS--HAND	1,850	2,290	440	23.8%
RADIOLOGIC TECHNOLOGIST,DIAGNOSTIC	4,890	6,050	1,160	23.7%
PATTERNMAKERS AND LAYOUT WORKERS	1,710	2,100	390	22.8%
RESPIRATORY CARE PRACTITIONERS	3,230	3,940	710	22.0%
DATA PROCESSING EQUIP REPAIRERS	2,860	3,470	610	21.3%
FOOD SERVICE MANAGERS	6,860	8,300	1,440	21.0%
SECRETARIES, MEDICAL	6,540	7,900	1,360	20.8%
ROOFERS	3,530	4,270	740	20.9%
MEDICAL ASSISTANTS	7,930	9,540	1,610	20.3%
DENTAL HYGIENISTS	3,210	3,880	668	20.2%
TAXI DRIVERS AND CHAUFFEURS	1,690	2,030	340	20.1%
CHILD CARE WORKERS	5,770	6,930	1,160	20.1%
HUMAN SERVICES WORKERS	4,770	5,720	950	19.9%
FLIGHT ATTENDANTS	7,150	8,490	1,340	18.8%
OFFSET LITHOGRAPHIC PRESS SETTERS	4,040	4,800	760	18.8%
COOKS--RESTAURANT	19,830	23,520	3,690	18.6%
PRESSING MACH OPS--TEXTILE, GARMENT	3,740	4,420	680	18.2%
BUS DRIVERS--SCHOOL	5,310	6,350	1,040	17.9%
GARDENERS, GROUNDSKEEPERS-EX FARM	19,010	22,370	3,360	17.7%
DENTAL ASSISTANTS	5,790	6,780	990	17.1%
MEDICAL RECORDS TECHNICIANS	2,496	2,910	420	16.9%
EMERGENCY MEDICAL TECHNICIANS	3,690	3,610	526	16.8%
CORRECTION OFFICERS, JAILERS	5,210	6,060	850	16.3%
LICENSED VOCATIONAL NURSES	18,350	21,280	2,910	15.9%
PARKING LOT ATTENDANTS	5,380	7,360	980	15.4%
AMUSEMENT, RECREATION ATTENDANTS	5,380	6,780	900	15.3%
CUSTOM TAILORS AND SEWERS	1,830	2,110	280	15.3%
AIRCRAFT PILOTS, FLIGHT ENGINEERS	4,070	4,690	620	15.2%
NURSE AIDES, ORDERLIES, ATTENDANTS	27,930	32,170	4,240	15.2%
SALES AGENTS--FINANCIAL SERVICES	4,000	4,600	600	15.0%
PROPERTY AND REAL ESTATE MANAGERS	8,470	9,740	1,270	15.0%
SOCIAL WORKERS--MED, PSYCHIATRIC	4,680	5,380	700	15.0%
PSYCHOLOGISTS	2,550	2,930	380	14.9%
COMBINED FOOD PREP AND SERVICE	36,960	42,480	5,520	14.9%
MEDICINE, HEALTH SERVICES MGRS	4,600	5,280	680	14.8%
REGISTERED NURSES	52,290	59,900	7,610	14.6%
LNDRY, DRYCLEAN MACHOPS--EX PRESS	4,040	4,620	580	14.4%
MED, CLINICAL LAB ASSISTANTS	3,790	4,330	540	14.2%
COOKS--SPECIALTY FAST FOOD	14,950	17,080	2,130	14.2%
CUTTERS AND TRIMMERS--HAND	5,220	5,960	740	14.2%

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Projected County Employment Categories with over 100,000 employees by 1997:

Construction	110,800	Manufacturing	123,400
Retail Trade	260,700	Finance, Insurance, Real Estate	143,300
Business Services	288,100	Motion Pictures	114,100
Health Services	300,400	Engineering and Management	159,700
Government	400,500		

Largest Projected County Declines in Employment by 1997:

Mining	-20%	Motor Vehicle Manufacturing	-28.6%
Primary Metals Industries	-13%	Aircraft Parts and Manufacturing	-32.5%
Ship and Boat building	-65%	Aerospace Manufacturing	-52.3%
Leather and Leather products	-20%		

POPULATION ASSUMPTIONS:

Growth:

During the 1980's, the six county Southern California region (Ventura, Los Angeles, Orange, San Bernardino, Riverside, Imperial Counties) grew by 300,000 people per year, a growth rate that was two-and-one-half times greater than the rest of the Nation. Although the annual compound growth rate during that period was only 2.4%, it should be noted that the large initial population caused the unprecedented numerical growth. The following are the projected growth rates for the decade to follow:

2000 −1.8%/year 2010 −1.6%/year

SCAG Draft County Base Forecast for Population, Housing, and Employment

COUNTY	1990			2000			2010		
	Population	Housing	Employment	Population	Housing	Employment	Population	Housing	Employment
LOS ANGELES	8,660,000	3,163,000	4,510,000	9,096,000	3,469,000	5,059,000	11,317,000	3,896,000	5,566,000
ORANGE	2,411,000	875,000	1,201,000	2,868,000	1,000,000	1,525,000	3,108,000	1,079,000	1,915,000
RIVERSIDE	1,170,000	484,000	356,000	1,848,000	699,000	524,000	2,518,000	983,000	757,000
SAN BERNARDINO	1,418,000	542,000	488,000	1,909,000	696,000	648,000	2,434,000	898,000	868,000
VENTURA	669,000	228,000	275,000	785,000	276,000	331,000	874,000	322,000	401,000
IMPERIAL	109,000	37,000	46,000	166,000	50,000	57,000	226,000	70,000	73,000
SCAG TOTAL	14,637,000	5,328,000	7,076,338	17,572,000	6,189,000	8,254,000	20,507,000	7,249,000	9,679,000

Note: SCAG Draft Growth Management Element, December 1993
Source: SCAG, Draft Base Forecast, 1993

Ethnic Composition:

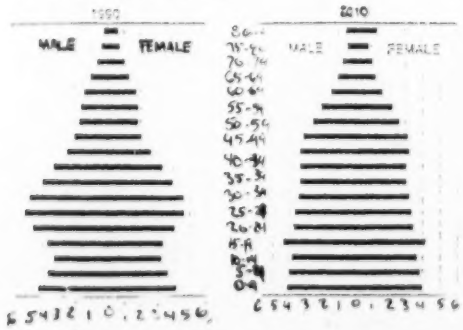
The following trends are anticipated in the distribution of the population by ethnicity:

DISTRIBUTION OF POPULATION BY ETHNICITY
SCAG REGION 1990 & 2010

Age Composition:

The following changes are anticipated in the age composition of the population:

AGE DISTRIBUTION OF THE SCAG POPULATION, BY SEX: 1990 AND 2010



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TECHNOLOGY ASSUMPTIONS:

Beyond any doubt, the impact of technology over the next twenty years will totally change the variety and extent of learning opportunities available to individuals, and the ways in which they may select and individualize their own learning programs. Some of the factors behind this statement are as follows:

- The key ingredient in today's world is information, and the primary characteristic of this information is that it is constantly changing in unpredictable ways and at unpredictable rates. The information doubling time in some areas of science and technology is presently as short as three years.
- Technological devices are becoming more complex and more functionally capable while becoming less expensive.
- The average individual has a need to continue learning as a life-long process due to pressures of on-the-job information explosions, and because the average person will have five major career changes in their lifetime and must thus seek retraining opportunities.
- There are numerous demands on individual's time in today's world, and it cannot be expected that they will be able to attend classes at times scheduled on the basis of the convenience of educational institutions as their counterparts have in the past. Alternatives to scheduling must be developed and learning times individualized.
- A growing number of individuals in our society are functionally illiterate and have a considerable need to learn how to learn, as well as learning the basic skills of reading, writing, mathematics, and language. These skills are expensive to teach in conventional learning environments and can be delivered via technology with great savings in cost and time, while at the same time maintaining academic standards.

Hardware:

Technological hardware is moving in at least two directions at the same time:

1. The desktop super-computer system that is capable of doing everything from word processing to video editing. This "**workstation**" approach provides network access, the ability to connect to a multitude of peripheral devices, large storage devices, and high resolution color screens.
2. The portable environment permitting people to use computers virtually anywhere at any time. These devices range from small hand-sized personal organizers to lap-top computers with considerable power, storage capability, and the ability to "dock" into a device that makes them capable of being a rival to the super-systems.

The common denominator between these two hardware extremes is the ability of either to network, and it is this network that forms the glue that ties the computer systems of the future together.

Software:

There will never be a time when software ceases to change. In fact, software can be expected to change on a yearly basis for the foreseeable future, and a major caveat is to make certain that software purchases reflect what is occurring in the mainstream of technology. Today, while the development of educational software is still in its infancy, and significant changes and re-directions can be anticipated in the decades ahead, it can also be said that virtually every aspect of the curriculum has been impacted by technology and every area is in need of incorporating technology into its instructional program. Software is the key to unlocking the full instructional potential of the computer.

As the community college contemplates the technology shift, the network must become a significant focal point for systems planning. Laboratories must be planned with provisions for docking student computers, faculty offices must similarly provide docking capabilities for faculty, meeting rooms should be technology-capable, and virtually every other office space, classroom, meeting space, and support service area should be

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planned with the network in mind. In all of this, adaptability is the key, providing the built-in flexibility to meet tomorrow's technology requirements through good planning.

Recommendations:

Based upon the need to fully incorporate technology into all phases of the instructional and support services programs, the following points should be considered in the development of the educational master plan.

1. Develop and implement a strong program of continuing education for staff development, permitting them to both understand and incorporate technology into their respective areas.

2. Support and encourage faculty who are motivated to redesign their instructional programs to fully incorporate technology.

3. Maintain a technology research program that will continuously seek out new methods of instructional delivery and instructional support services.

4. Provide adequate financial support for both the purchase and implementation of technology programs in instructional and support services programs.

5. Develop a research program designed to compare the success of traditional versus technologically-based educational delivery systems.

6. Incorporate technology into all future educational and facilities planning activities.

7. Establish a computer literacy requirement for both certificate and degree programs.

8. Incorporate a computer literacy requirement into future job descriptions for all instructional positions.

CHARACTERISTICS OF THE COMMUNITY COLLEGE OF THE FUTURE:

Based upon present trends, it is reasonable to expect that the community college of the future will have the following characteristics:

1. The capability to deliver instruction to students at any time of the night or day using a variety of technological devices.

2. It will be able to provide students with alternative ways of learning the same body of material, according to their individual learning styles and the student's time schedule.

3. It will deliver instruction to students in locations other than the campus, including the student's homes and cars. Distance learning will be a primary means through which instructional materials are delivered to students.

4. It will provide faculty with greater avenues to perform research and development activities associated with their instructional programs.

5. Community colleges will be networked electronically across district boundaries. These learning networks will permit the retention of one aspect of the comprehensive nature of community colleges in an era of increasing financial constraints.

6. Instructional programs will have greater diversity in both scope and delivery through the use of technology-based learning.

7. Community colleges will be the primary centers for the retraining of the work force. Cooperative arrangements with both local business/industry and the Federal Government will facilitate this process.

8. Contract education, cooperative agreements between community colleges and surrounding business and industry, will be wide-spread. Community colleges will broker educational opportunities in areas where they are not presently offering programs.

9. Community colleges will cater to the needs of the part-time student, the major consumer of college programs.

10. Self-paced, technology-based instruction will be the major mode of instructional delivery. Time will become the variable and learning the constant in all instructional programs. Subject mastery will replace merely "passing classes" as the information age reaches "high gear".

11. Individualized instruction will be a major emphasis of instructional delivery.

12. Community colleges will be research-driven, they will rely upon demographic, economic, employment, social, community lifestyle, and educational research as a major tool in the long-range, continuous master planning of instructional programs and services and in the day-to-day decision-making process.

13. Community colleges will associate with other educational institutions at all levels of instruction to form "learning complexes". These learning complexes will provide multi-level, horizontally diverse, educational opportunities for a broad spectrum of students.

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14. The role of the faculty member will change from a dispenser of information, to manager of the instructional process. With this change in role, the instructor will both gain status and expand their ability to provide for an increasing diversity of student needs.

15. Counseling will assume a greater diagnostic and prescriptive function with the development of more reliable assessment tools. Counselors will combine their increasing ability to assess individual student needs with the broadening of alternative forms instructional delivery to prescribe learning delivery modes consistent with the cognitive styles, learning needs, and available time of students.

16. With their increasing role in the occupational retraining process, and with their ability to provide alternative means of instructional delivery, community colleges will assume a greater leadership role within the community. They will assume the position of the cutting edge vendor of diverse educational services.

17. As operational funding constricts, community colleges will become more entrepreneurial and will look to alternative sources of income for their support. The concept of the "Edu-business", symbiotic, two-way cooperatives between education and business, will emerge as a melding of education and business. This cooperation will provide business with a constant supply of well-trained workers, will assess and retrain worker as necessary, and will provide special educational services (through contract education) to employers. Education will be provided the support to provide state-of-the-art programs and facilities.

18. With the changing role of faculty will come a greater participation in the decision-making/policy-making process of community college governance.

19. Greater consideration will be given to the elimination of unnecessary duplication of courses, programs, and services at all levels of education. This will both save taxpayers money, will make the total educational system more efficient, and will elevate the status of education in the nation.

20. Community colleges will emphasize the development and operation of a totally "user-friendly" environment. It will be easier for students to register, check out learning materials, obtain special assistance, access records, and receive instruction from their homes.

21. Community college facilities of the future will be constructed to maximize flexibility. As courses, programs, and services for students change, and they most certainly will, it will be possible to economically change the facilities to keep pace. Buildings will not have interior bearing walls, will have utility raceways in the floors, and will be constructed in a modular configuration making possible the addition or deletion of spaces. As the learning process becomes more individualized, the need for large lecture classrooms will be reduced.

22. Laboratories of the future will become more heavily dependent upon computer simulation and virtual reality, and less dependent upon traditional "hands-on" manipulation of equipment and materials. Classrooms will become "electronic classrooms" and utilize large display monitors as well as providing students with computer docking capabilities.

23. Community colleges will operate on a year-round, twenty-four hour schedule, with virtually no "vacation" breaks.

24. Developmental education will increasingly be delivered by means of media, and will become the responsibility of community services or of private-sector educational organizations.

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25. All operational components of community colleges will be subject to greater accountability in the education/training of students.

26. "Student Success Centers", featuring state-of-the-art educational technology, will create opportunities to deliver instruction in a variety of ways to an increasingly diverse student audience. Funding for these centers will come from increased entrepreneurial activities on the campus, and from partnerships between colleges and the area's business and industry community, who will be the recipient of special educational programs and services from the colleges.

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ISSUES IN EDUCATION:

The following are offered as some major education-related issues faced by California and the Nation, and are issues that should be addressed in an educational master plan:

1. Access to higher education
2. Basic literacy of the population
3. The expanding educational needs of society v. contraction of available financial support for education
4. Autonomy v. State control
5. Shared governance of educational institutions
6. Need for computer literacy across the curriculum
7. Need to develop alternative modes of instructional delivery
8. Need to respond to the needs of individuals changing careers as many as five times in their lifetime.
9. Need to remain state-of-the-art in vocational education programs.
10. Need to develop courses, programs, and services geared to the needs of part-time students.
11. Need to develop courses, programs, and services addressing the needs of individuals needing immediate training for employment, without pursuing a two-year program.
12. Meeting the needs of limited-English speaking (reading, writing and speech) students.
13. Development of a long-range response to continual change in the society we serve; anticipating the needs of society before they occur.
14. Meeting the challenge of constant faculty/staff retraining through continuing education, self-education, sabbatical leaves, faculty exchanges, and other creative approaches to maintaining a "cutting edge" philosophy.
15. Need to develop courses and programs responsive to the learning styles of the individual student.
16. Need to develop courses and programs responsive to the learning rates of the individual student.
17. Need to maintain a comprehensive curriculum in an era of declining financial support.
18. Need to provide students with broader counseling and guidance services to cope with an increasing complex environment.
19. Need to serve the needs of an increasingly diverse student population.
20. Need to make the educational institution increasingly "user friendly".
21. Meeting the challenge of increased pressures of getting to campus transportation, parking, pollution, crowding, etc.
22. Need to support staff innovation professionally, financially, and emotionally.
23. Issues related to student equity
24. Issues related to staff equity

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SOME MASTER PLANNING QUESTIONS:

In preparation for the planning process, it is necessary to review some general assumptions that govern the way in which East Los Angeles College operates.

Please review these statements and correct any assumptions that are not reflective of the way that East Los Angeles College is **presently operating.** Where appropriate, suggest ways of changing the assumption,. and ways of changing the operation of the College (implementation strategies) to agree with your changed assumption. .

List any additional assumptions, and implementation strategies that you would like to suggest.

- Students are learning the majority of the material presented to them
- All students learn at the same speed.
- The lecture method is the best way to teach all students
- The majority of community college students attend class full-time
- The majority of community college students are male
- The majority of community college students operate at the twelfth grade level in oral and written English, mathematics, and reading.
- The majority of community college students transfer to a four-year college or university.
- The majority of community college students are not working.
- The majority of community college students can attend classes any time we schedule them.
- It takes two years to complete all community college programs.
- Members of the community have a complete understanding of what community colleges can offer them.

- Students will not attend classes at 6 AM or at 3 PM.
- Students will not attend classes at midnight.
- All students know how to use a library.
- Students have plenty of time to come to the College several times to register for classes.
- Transportation is not a problem for community college students.
- All community college students share a common cultural background.
- Community college students cannot learn without an instructor being present.
- If students are high achievers in the courses and programs of the College, they will not have to return to take additional courses in the future.
- Only a small group of students take vocational education classes and programs at this College.
- The students graduating from our programs will most likely have careers in this field for the rest of their lives.
- The College does not need to teach students to be computer literate as a requirement for graduation or certificate completion, they can learn these skills on their own if they need them.